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ABSTRACT

Longitudinal dropout rates (LDR's) for public school students and LDR's of pupil membership by ethnic group based on two Texas Education Agency reports are estimated. LDR's are calculated for the state, by school district size, for the 21 largest districts, and by average high school size. Findings dispel the prevalent perception of the dropout problem as primarily a nonwhite problem. The dropout problem, extremely serious among all ethnic groups in large urban districts, may be the most serious among white students in these districts. A second conclusion is that school size is a strong factor in determining degree of dropout risk, and that smaller schools are more conducive to student retention. The recommendation is made for multidimensional analysis of aggregate data. Six figures are included in the text. (15 references) (LMI)

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DROPOUT RATES IN TEXAS SCHOOL DISTRICTS: INFLUENCES OF SCHOOL SIZE AND ETHNIC GROUP

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Dropout Rates in Texas School Districts: Influences of School Size and Ethnic Group

Laurence A. Toenjes

The Texas Education Agency (TEA) recently reported that 87,803 public school students dropped out of school from grades 7 through 12 during the 1987-88 school year.[1] These dropouts represented 6.4 percent of the students in those grades at the start of that one-year period.

Most frequently interest focuses on a more comprehensive dropout rate, such as the percent from a given freshman class which fail to graduate. TEA indicated that with the aid of their new information system they will be able to track age or class cohorts over time and begin developing such longitudinal dropout rates in the future. The current report only shows the single-year dropout results.

The data contained in TEA's dropout report, however, can be used to estimate longitudinal dropout rates (LDR'S). This will be demonstrated below. In addition, pupil membership by ethnic group, drawn from another TEA report for 1987-88, will be utilized to calculate LDR's by ethnic group. These will be calculated for the state as a whole, for districts grouped by size, and for the twenty-one largest districts in the state. An initial attempt at obtaining results by average high school size will also be presented.

Longitudinal Dropout Rates from Single-Year Data

The state obtained the single-year dropout rate of 6.4 percent by dividing the number of reported dropouts in each of grades 7 to 12 by the number of students reported to be in attendance in these same six grade levels.[2] The totals--87,803 dropouts and 1,363,198 total pupils--can be seen in Table 1. This table also contains these data by ethnic grouping and by grade, with totals for each grade. The right-most column of Table 1 gives the one-year dropout rate for each of the sub-categories, as well as for each ethnic group across all grades.

The calculated dropout rates in Table 1 are reassembled in Table 2, showing more conveniently the single-year rates by ethnic group and by grade. Average rates for each grade are given in the bottom row, and average rates for each ethnic group are contained in the last column of Table 2. Clearly these single-year dropout rates differ across ethnic groups, and they also differ from grade to grade.

The key to using these one-year rates in estimating the more interesting multi-year longitudinal rates is their degree

Table 1

Dropout Counts and Rates by Grade and Ethnic Group

Grade Level	Ethnic Group	Dropout Count	Number Pupils	Dropout Rate
7	White	2,609	125,804	0.021
7	Black	1,335	34,892	0.038
7	Hispanic	3,340	78,756	0.042
7	Asian	156	4,463	0.035
7	Native Amer.	20	421	0.048
7	All	7,460	244,336	0.031
8	White	3,786	122,673	0.031
8	Black	1,972	33,249	0.059
8	Hispanic	4,753	73,709	0.064
8	Asian	236	4,282	0.055
8	Native Amer.	22	346	0.064
8	All	10,769	234,259	0.046
9	White	9,026	134,606	0.067
9	Black	4,488	39,835	0.113
9	Hispanic	11,397	84,025	0.136
9	Asian	293	4,889	0.060
9	Native Amer.	47	476	0.099
9	All	25,251	263,831	0.096
10	White	8,225	126,050	0.065
10	Black	2,933	32,905	0.089
10	Hispanic	6,895	63,932	0.108
10	Asian	252	4,540	0.056
10	Native Amer.	52	376	0.138
10	All	18,357	227,803	0.081
11	White	7,906	123,194	0.064
11	Black	2,607	29,213	0.089
11	Hispanic	4,774	53,644	0.089
11	Asian	284	4,061	0.070
11	Native Amer.	29	323	0.090
11	All	15,600	210,435	0.074
12	White	5,303	111,927	0.047
12	Black	1,978	24,279	0.081
12	Hispanic	2,853	42,345	0.067
12	Asian	210	3,704	0.057
12	Native Amer.	22	279	0.079
12	All	10,366	182,534	0.057
Total	White	36,855	744,254	0.050
Total	Black	15,313	194,373	0.079
Total	Hispanic	34,012	396,411	0.086
Total	Asian	1,431	25,939	0.055
Total	Native Amer.	192	2,221	0.086
Total	All	87,803	1,363,198	0.064

Source: Texas Education Agency, Report on 1987-88 Public School Dropouts, page 7.

of stability. For example, 3.1 percent of the seventh graders were reported as having dropped out over the twelve months during which the records were kept, as did 4.6 percent of the eighth graders. The question is, can it be assumed that an additional 4.6 percent of the new eighth grade class will also drop out during the next twelve months? In what follows it will be assumed that this will occur. Not accepting this conclusion would require additional information indicating why the two groups differ in some significant way that would alter the average propensity to leave school during each grade level. In lieu of such information, the simplifying assumption will be made that the dropout rates determined during the 1987-88 school year for each grade level, as contained in Table 2, will also be valid for the same grade levels in subsequent years. This assumption may be tested directly in future years as TEA gathers more data.

Table 2

Single Year Dropout Rates by Ethnic Group and Grade Level

Ethnic Group	Grade Level 7	8	9	10	11	12	All Grades
White	0.021	0.031	0.067	0.065	0.064	0.047	0.050
Black	0.038	0.059	0.113	0.089	0.089	0.081	0.079
Hispanic	0.042	0.064	0.136	0.108	0.089	0.067	0.086
Asian	0.035	0.055	0.060	0.056	0.070	0.057	0.055
Native Amer.	0.048	0.064	0.099	0.138	0.090	0.079	0.086
All	0.031	0.046	0.096	0.081	0.074	0.057	0.064

The utility of this assumption will now be made clear. Accepting the single-year rates in Table 2 as being valid in future years, it can be predicted that of the successful seventh graders, 4.6 percent will drop out as eighth graders, etc. But a more useful way of expressing the process is the following: of the 96.9 percent of beginning seventh graders who succeed in entering the eighth grade, 95.4 percent will succeed in entering the ninth grade. What will be termed the two-year longitudinal success rate for seventh graders--LSR(7,2)--can be calculated as follows:

$$LSR(7,2) = (1 - 0.031)(1 - 0.046)$$

$$= (0.969)(0.954)$$

$$= 0.924.$$

The two-year longitudinal dropout rate for these beginning seventh graders would be one minus their success rate, or:

$$LDR(7,2) = 1 - LSR(7,2)$$

$$= 1 - 0.924$$

$$= 0.076,$$

or 7.6 percent. In other words, it would be predicted that 7.6 percent of incoming seventh graders would drop out before ninth grade.

Various combinations of starting grades and numbers of successful years can be considered, but the one of most interest will be LDR(7,6), the percentage of beginning seventh graders who will not complete high school. Table 3 contains this information. The figures in the seventh grade column are one minus the corresponding dropout rates from Table 2. The entries in the eighth grade column are the products of the entries in the seventh grade column times one minus the dropout rates for eighth graders from Table 2. These, then, are the LSR(7,2) rates by ethnic groups and for the total. The column for 12th graders contains the longitudinal success rates for the entire six-year span, or LSR(7,6)'s. The last column contains LDR(7,6)'s, derived by subtracting the six-year success rates in the twelfth grade column from one. Subtracting an entry of Table 3 for any grade level from one gives the longitudinal dropout rate to that year.

Table 3

Longitudinal Success Rates by Ethnic Group and Grade Level and Six-Year Longitudinal Dropout Rates by Ethnic Group

Ethnic Group	Longitudinal Success Rates						6-Year LDR
	7	8	9	10	11	12	
White	0.979	0.949	0.885	0.828	0.775	0.738	0.262
Black	0.962	0.905	0.803	0.731	0.666	0.612	0.388
Hispanic	0.958	0.896	0.774	0.691	0.629	0.587	0.413
Asian	0.965	0.912	0.857	0.810	0.753	0.710	0.290
Native Amer.	0.952	0.892	0.804	0.693	0.630	0.581	0.419
All	0.969	0.925	0.836	0.769	0.712	0.672	0.328

It has now been shown how the single-year dropout rates of Table 2 translate into the six-year longitudinal dropout rates of Table 3. The single-year average for all ethnic groups of 6.4 percent has become 32.8 percent. Note that both success

rates and dropout rates in the tables are in decimal form. Thus, 0.328 is the same as 32.8 percent.

One practical application of this result is that it substantially reconciles two very different dropout figures that have been reported for Texas. Noted in Kretzschmar and Clark,[3] the 6.4 percent reported by the Texas Education Agency[4] seems far less than the longitudinal rate of 33 percent reported by the Intercultural Development Research Association,[5] a Texas research group located in San Antonio.

Six-Year Longitudinal Dropout Rates by Ethnic Group

The focus here is upon the dropout rates for the three major ethnic groups--White, Black, and Hispanic. The final column of Table 3 contains the six-year longitudinal dropout rates for these ethnic groups. These data are also depicted graphically in Figure 1 on page 15. In that figure the LDR's are plotted for each year, using beginning seventh grade as the base in all cases. They show what has been previously reported, namely that Hispanics have the highest dropout rates in Texas, followed by Blacks and then by Whites. These figures seem consistent with one of the summary statements in TEA's dropout report:

> "...there did appear to be a significant correlation between minority percentages of students enrolled and numbers of dropouts, the greater the percentage minority, the higher the dropout numbers reported."[6]

These profiles of longitudinal dropout rates presented in Figure 1 are alarming as well as consistent with commonly held views regarding the relative severity of the dropout problems among the major racial groups. These will be further examined below.

Dropout Rates by District Size

The TEA dropout report also referred to a relationship between district size, measured by enrollments, and numbers of dropouts:

> "The highest numbers of dropouts were reported in school districts with the largest student enrollments, the lowest in districts with the smallest number of students."[7]

Notice that the statement does not say the dropout rates are higher in larger districts, only the numbers.

The TEA dropout report gave numbers of dropouts, by ethnic group, for each of nine different size groupings. The

data are not given for each grade level, but only totals for grades seven to 12. Dividing total dropouts for each size grouping by the number of seventh though 12th graders permits the calculation of a single-year dropout rate for each group. What is desired, however, are the six-year longitudinal rates.

Reconsider the six-year LDR's calculated above. Those rates, as contained in the last column of Table 3, were logically derived from the grade specific single-year dropout rates, using the assumption that these rates would apply to future groups of pupils as they progressed, or failed to progress, through the various grade levels. These rates were lowest for seventh graders, at 3.1 percent, peaked for ninth graders, at 9.6 percent, and declined gradually during the last three grades. Focusing on the six-year results, it might be possible to use an average of the six single-year rates. Even more simply, consider using the 6.4 percent average for each of the six years. Table 4 shows the results of this simplification. As can be seen, the result obtained by multiplying the average success rate times itself is virtually indistinguishable, to three decimal places, from the results of the successive multiplication of the six individual success rates as carried out in Table 3. This simplification will be used in subsequent calculations below. The main reason is that it does not require information on membership by grade level.

Table 4

Simplified Calculation of Six-Year Longitudinal Dropout Rate

Total Dropout Count (Grades 7 - 12)	87,803
Fall Survey Membership (Grades 7 - 12)	1,363,198
Single-Year Average Dropout Rate	0.0644
Single-Year Average Success Rate	0.9356
Six-Year Longitudinal Success Rate	0.6707
Six-Year Longitudinal Dropout Rate	0.3293

Using the procedures just outlined, the six-year longitudinal dropout rates for various enrollment size groups can be estimated from data presented in the TEA report. These rates are developed in Table 5.

The final column in Table 5 shows clearly that there is a very decided relationship between the six-year LDR and average district size. The average dropout rate for the largest ADA category is nearly double that of the next group.

Table 5

Six-Year Longitudinal Dropout Rates by District Size

ADA Groupings	Number[8] Dropouts	Number[8] Students	Single Year Dropout Rates	Six-Year Longitudinal Dropout Rates
Over - 50,000	28,159	228,684	0.123	0.545
25,000 - 49,999	13,670	227,489	0.060	0.311
10,000 - 24,999	19,232	318,622	0.060	0.312
5,000 - 9,999	7,174	131,428	0.055	0.286
3,000 - 4,999	9,068	160,236	0.057	0.295
1,600 - 2,999	4,925	110,680	0.044	0.239
1,000 - 1,599	2,642	75,746	0.035	0.192
500 - 999	2,026	67,032	0.030	0.168
Under - 500	907	43,281	0.021	0.119
Totals	87,803	1,363,198	0.064	0.329

The rate is almost constant for the next four ADA groupings, down to the 3,000 - 4,999 group. A declining pattern then sets in for the last four size groupings. This pattern is clearly visible in Figure 2, page 15, where these data are plotted.

The LDR's in the above table suggest that seventh graders in the six largest districts are nearly twice as likely to drop out as are their peers in the next largest size group, and are almost five times more likely to drop out before completing high school than are seventh graders in districts with enrollments of less than 500. These are very large differences. In looking for explanations one must deal with the fact that the size groupings being used are by school district sizes, whereas it is quite possible that the size of the attendance centers, high schools or middle schools themselves, might be more meaningfully related to conditions affecting attitudes and performance.

The TEA publication SNAPSHOT contains information as to how many high schools as opposed to school districts are included in each of the ADA size groupings being utilized.[9] These figures were divided into the number of students for each group as shown in Table 5. These results would roughly approximate the average high school size in each of the size categories, and will be used as proxies for such.[10] These data, together with the corresponding six-year LDR's, are presented in Figure 3.

Once again the results for the largest six districts differ markedly from the rest. While the relationship between average high school size and LDR's indicate a fairly regular increasing pattern for the eight smaller size classifications, the combination of LDR and average high school size for the

group consisting of the largest districts contrasts sharply with those. So once again we are led to the conclusion that the largest districts are in a class by themselves. One implication may be that dropout prevention programs for schools in these districts must deal directly with the unique, very difficult social, economic, and other aspects found there.

Another observation is that, for schools in the remaining district size categories, the dropout rates are much lower for the small high schools, and a careful comparison of conditions affecting students' progress and attitudes in high schools of various sizes might be fruitful. For example, increased opportunities for greater participation in the limited positions in student government, or in major athletic programs in the smaller schools might be important. Or more frequent contact with a smaller group of teachers and administrators might be especially beneficial. More likely, the confluence of a number of such factors may mutually reinforce one another in the smaller schools. In any event, these results suggest that high school size in and of itself appears to affect the likelihood of graduation of many students.

Dropout Rates by Ethnic Group and District Size

So far two strong relationships appear to have been confirmed. The first, a relationship between dropouts and percentage of minority enrollment. The second, that between district size and dropout rates. The two will now be considered jointly. The basic data on dropouts by ethnic group and district size are included in Table 6. These data are taken directly from TEA's dropout report referred to previously.[11]

Although the number of dropouts by ethnic group for each of the district size groupings are given, the total number of pupils for grades 7 to 12 are not broken down by ethnic group. However, the percent of membership by ethnic group, for all grades, for the same ADA groupings are given in SNAPSHOT.[12] The proportions for the three major ethnic groups given therein are shown in Table 7. On the assumption that these proportions fairly reflect the racial makeup of the upper six grade levels as well as the district as a whole, they can be used to estimate the number of each ethnic group in each of the ADA groups from the membership data in TEA's dropout report. These estimates can then be divided into the data in Table 6 to get the single-year average dropout rates by ethnic group by ADA group.

Table 6

Dropout and Membership Data by Ethnic Group and by District Size Groupings

ADA Groupings	Number of Dropouts White	Black	Hispanic	Total Students (Grades 7 - 12)
Over - 50,000	7,085	9,333	11,080	228,684
25,000 - 49,999	6,190	1,237	5,866	227,489
10,000 - 24,999	8,540	2,363	7,898	318,622
5,000 - 9,999	2,911	645	3,570	131,428
3,000 - 4,999	5,551	997	2,449	160,236
1,600 - 2,999	3,016	326	1,564	110,680
1,000 - 1,599	1,639	210	784	75,746
500 - 999	1,312	140	572	67,032
Under - 500	611	62	229	43,281
Totals	36,855	15,313	34,012	1,363,198

Using the same method as in the previous section, the single-year dropout rates can be used to calculate the six-year longitudinal dropout rates as before. The results of these calculations are contained in Table 8, and are presented graphically in Figure 4. These numbers permit comparisons of the estimated six-year LDR's by ethnic group for the various ADA groups, or comparisons by ADA group for each ethnic group.

Table 7

Student Ethnic Percentages by Ethnic Group and District Size Groupings

ADA Groupings	White	Black	Hispanic
Over - 50,000	0.22	0.33	0.42
25,000 - 49,999	0.52	0.09	0.35
10,000 - 24,999	0.54	0.13	0.30
5,000 - 9,999	0.48	0.11	0.40
3,000 - 4,999	0.66	0.11	0.22
1,600 - 2,999	0.64	0.10	0.26
1,000 - 1,599	0.65	0.10	0.24
500 - 999	0.72	0.07	0.21
Under - 500	0.73	0.06	0.20
TOTAL	0.52	0.15	0.32

A number of interesting observations can be made about the figures in Table 8:

(1) The higher rates among the largest size grouping are consistent for all three ethnic groups, exceeding 50 percent in each case.

Table 8

Six-Year Longitudinal Dropout Rates
By Ethnic Group and District Size Groupings

ADA Groupings	White	Black	Hispanic
Over - 50,000	0.598	0.547	0.521
25,000 - 49,999	0.276	0.312	0.368
10,000 - 24,999	0.263	0.297	0.404
5,000 - 9,999	0.247	0.240	0.344
3,000 - 4,999	0.276	0.295	0.351
1,600 - 2,999	0.230	0.164	0.285
1,000 - 1,599	0.184	0.155	0.232
500 - 999	0.152	0.166	0.220
Under - 500	0.111	0.135	0.149

(2) The highest single dropout rate for any ethnic group in any size grouping is among Whites in the Over - 50,000 category, that rate being approximately 60 percent. This is startling by any standards. One's immediate impulse may be to be suspicious of the data, to consider it a statistical fluke. While that could turn out to be the case, it is pointed out that the 7,085 reported White dropouts were from among some 50,000 White students in grades 7 to 12 in these districts, rather large numbers, spread over six different reporting jurisdictions.

(3) Hispanics have the lowest dropout rate in the largest district size grouping, but the highest dropout rates in all other categories.

(4) The lowest dropout rates for all three ethnic groups are seen in the smallest size grouping, and the highest of these, 14.9 percent for Hispanics, is smaller than any other rate in any of the other size groupings, for any ethnic group, in the table.

(5) Comparing Whites and Blacks, the dropout rate for Whites exceeds that of Blacks in the largest size grouping, 59.8 percent to 54.7 percent. Among the remaining size categories, the dropout rate for Blacks exceeds that for Whites in 5 of the 8. The average dropout rate for Whites in these 8 categories is 24 percent, that of Blacks is 25 percent. In short, when disaggregated in this way, the dropout rates for Whites and Blacks are virtually identical.

Given the apparent greater risk of dropping out among students in the largest urban districts, the higher proportion of Black students in these districts (37 percent) than of White students (7 percent) increases the state-wide average dropout rates for Blacks as compared to Whites. This accounts for why the statewide dropout rate for Blacks exceeds that for Whites (see Table 3 above). It is likely that this same phenomenon strongly influences other indicators which consistently show Blacks as having higher rates than do Whites, such as juvenile crime rates, teenage pregnancies, and unemployment rates.

These same calculations were carried out individually for the 21 largest districts in the state. The results are presented graphically in Figures 5 and 6 on pages 18 and 19. The districts are ordered by size. It should be noted that the data on Dallas omit 2,927 dropouts reported to TEA after that agency had compiled the statistical tables for the publication. Consequently, the racial distribution for these dropouts was unavailable. Note also that the Black dropout rates for Brownsville and Cypress-Fairbanks are shown as zero. As the percentage of Blacks in these districts is less than one percent any dropout rate calculations for that ethnic group would not be very meaningful. Additional observations based on these figures include the following:

(6) The district with the highest dropout rate is Houston, at 69 percent.

(7) Dallas is shown as having a dropout rate of 48 percent. If the additional 2,927 dropouts later reported to TEA are included, and assuming no change in student membership, the LDR for Dallas would be 64 percent, close behind that for Houston.

(8) The dropout rate for El Paso, 31 percent, is considerably less than the dropout rates for the other five largest districts.

(9) Of the next 15 districts, the dropout rates for Arlington and Brownsville are at least 11 percentage points greater than that for Pasadena, the next highest. Interestingly, Arlington is 80 percent White, Brownsville 96 percent Hispanic, with Pasadena 58 percent White (see supporting tables in Appendix).

(10) The single highest dropout rate for any ethnic group in any of the districts shown is for Whites in Houston, an astounding 80 percent. Dropout rates for Whites exceed those for Blacks in five of the six largest districts, and exceed those for Hispanics in four of them. The conclusion that on a percentage basis White students are most at risk in the six largest urban districts is hard to

avoid, based on the data contained in the TEA dropout report. It should be noted that the relative ordering of the six-year longitudinal rates developed above reflect the relative ordering of the single-year dropout rates implicit in TEA's report.

(11) The difference between the dropout rates for Whites and the other two ethnic groups is most extreme in Lubbock: Whites, 17 percent; Blacks, 50 percent; Hispanic, 62 percent.

(12) Forth Worth has equal percentages of Black and White students (36 percent each), but the reported number of White dropouts exceeds reported Black dropouts by 56 percent.

Conclusion

There has been a great deal of interest shown in Texas recently over the problem of school dropouts. Prominent among the reasons for this concern are that dropout rates on average are highest among minorities, Texas has a high proportion of minorities in its public schools (48 percent), and the minority population is growing faster than that of Whites. The conclusion is that if something does not reverse this process the dropout rate in Texas will get even worse. Business interests have become alarmed at the implications for the quality of Texas' labor force in the future, and the implications for the increasing load upon governmental services of various types.

The analysis above indicates that this view may be misdirected by its focus upon the racial dimension. In fact, the problem seems to be most serious among White children in the largest urban districts, but is extremely serious among all ethnic groups in these districts. Educators as well as the public at large should not be led to believe that the dropout problem is a non-White problem.

The other major conclusion is that size of schools *per se* may be an important element in determining the degree of risk of dropping out, and this possibility should receive scrutiny for clues to "restructuring" the largest schools and school districts.

There may well be other significant factors that are equally important in this context. The point is that the aggregate data should be analyzed along different dimensions to attempt to discern factors that may prove useful in formulating dropout prevention policies and programs. As put by Kretzschmar and Clark:

> "Descriptive dropout indicators should include a breakdown of the general population as well as dropout rates for different groups to help the public effectively understand the nature of the general dropout rate."[13]

If the quantitative results above are even approximately correct, it appears that less than half of all seventh graders in the largest school districts make it through high school. Whatever the unique circumstances within these places that give rise to such appalling results, such outcomes are making those situations even worse. Large numbers of inadequately educated young persons leaving school early contribute to the downward spiral of dysfunctional conditions found in many of our large cities. If children cannot be shielded effectively from such environments, the only hope for many may lie in geographical escape. This appears to be the conlusion reached by many central city families who can afford to either move to the suburbs or place their children in private schools.[14]

A recently released Carnegie Foundation report on middle schools acknowledged the potentially negative effects of large schools upon the middle grades.[15] The results contained in this paper would suggest that such a conclusion applies with perhaps equal force to high schools as well. Strictly from the perspective of avoiding high rates of dropouts, it may be that smaller is better, that the relevant conditions that exist in the smaller high schools are much more conducive to keeping students in school than are the conditions in the larger high schools. If this is true, it raises a new equity issue, based not on how many dollars per pupil are spent, but on the size of the school to which the pupils are assigned.

Notes

1. Texas Education Agency, Report on 1987-88 Public School Dropouts, (Austin: 1989).

2. Ibid., p. 3.

3. Kretzschmar, Michelle and Catherine P. Clark, "Indicators to Describe and Predict Dropouts: A Review of the Literature," (Austin: Texas Center for Educational Research, 1989), p. 9.

4. Op. cit., p. 6.

5. Intercultural Development Research Association (IDRA), Texas School Dropout Survey Project: A Summary of Findings, (San Antonio: Center for the Prevention and Recovery of Dropouts, 1986).

6. TEA, p. 6.

7. Ibid.

8. Ibid., p. 8.

9. Texas Education Agency, SNAPSHOT: 1987-88 School District Profiles, (Austin: 1989), p. 18.

10. The averages will overstate average high school enrollment because the membership figures include grades seven through 12. But because of wide differences in dropout rates, it is not obvious that any single adjustment to correct for this would significantly improve the results. For present purposes, it is primarily the relative sizes of the high school average enrollments that are of interest, although reference will be made to absolute quantities.

11. Op. cit., p. 8.

12. Op. cit.

13. Op. cit., p. 9.

14. Andrea D. Greene, "HISD Magnets Fail at Integration," Houston Chronicle, July 16, 1989, Section A, p. 1.

15. Carnegie Foundation, Turning Points: Preparing American Youth for the 21st Century, (Washington, D.C.: 1989).

Figure 1

LONGITUDINAL DROPOUT RATES BY RACE

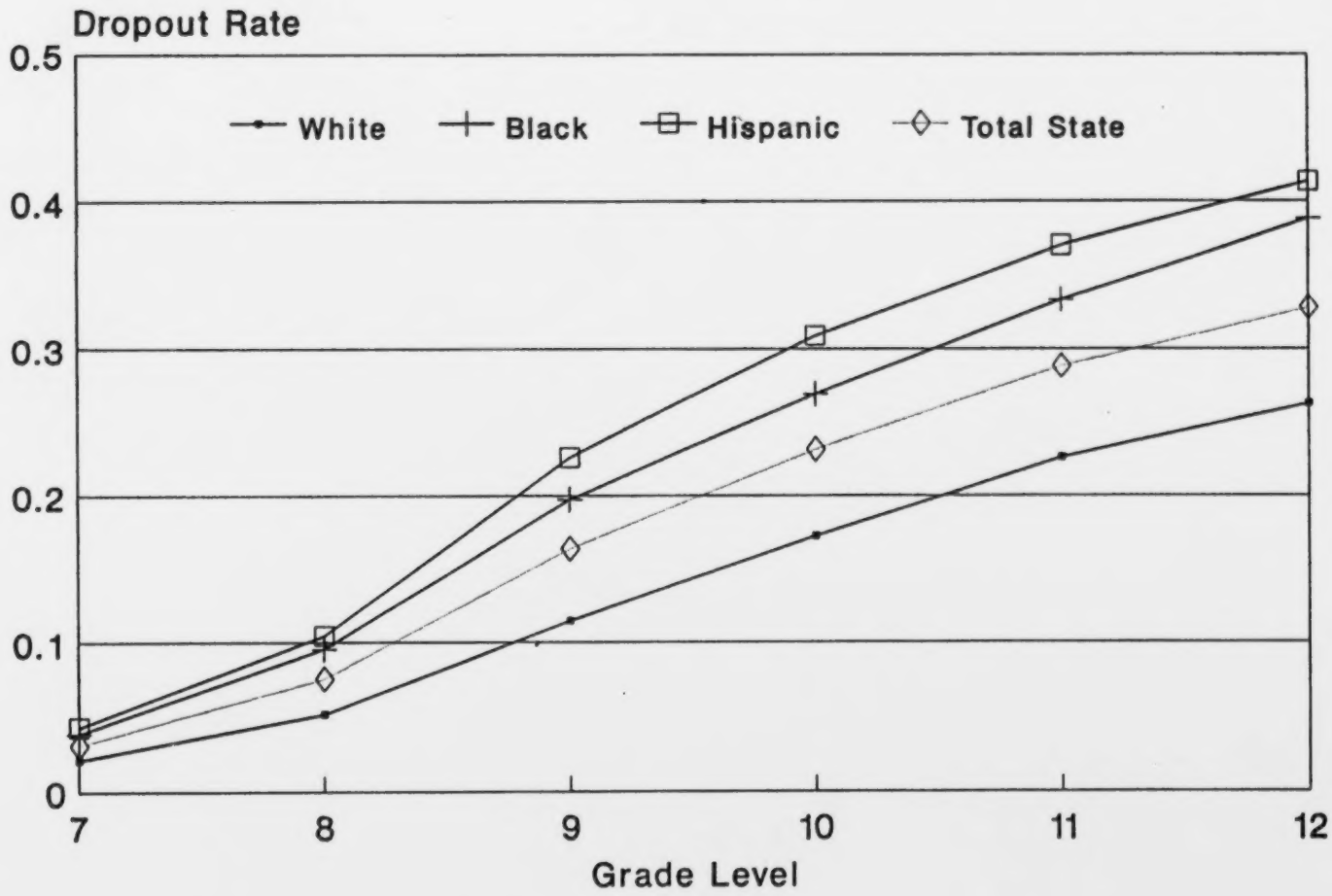

Figure 2

Six-Year Longitudinal Dropout Rates

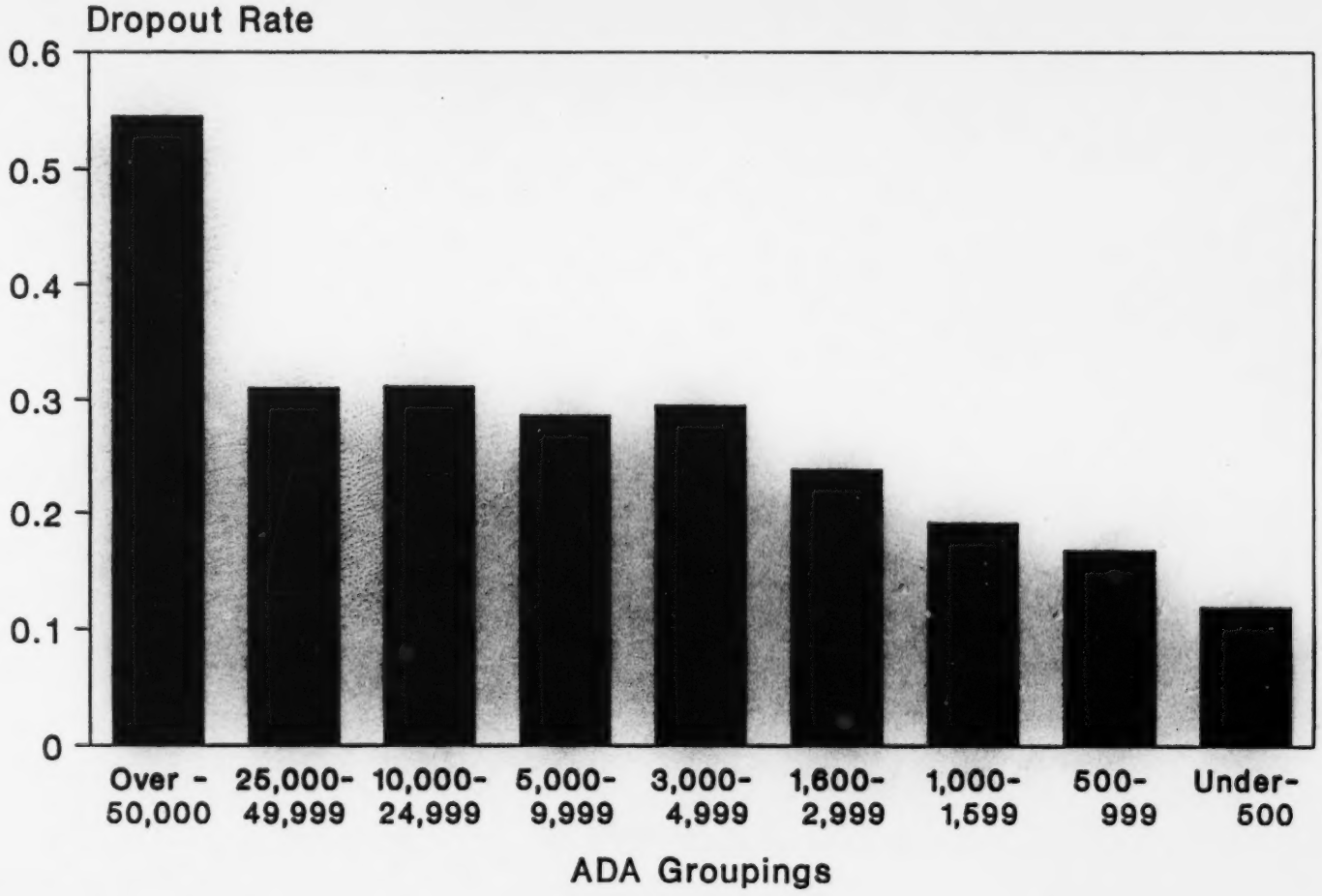

Figure 3

Dropout Rates and Average School Size

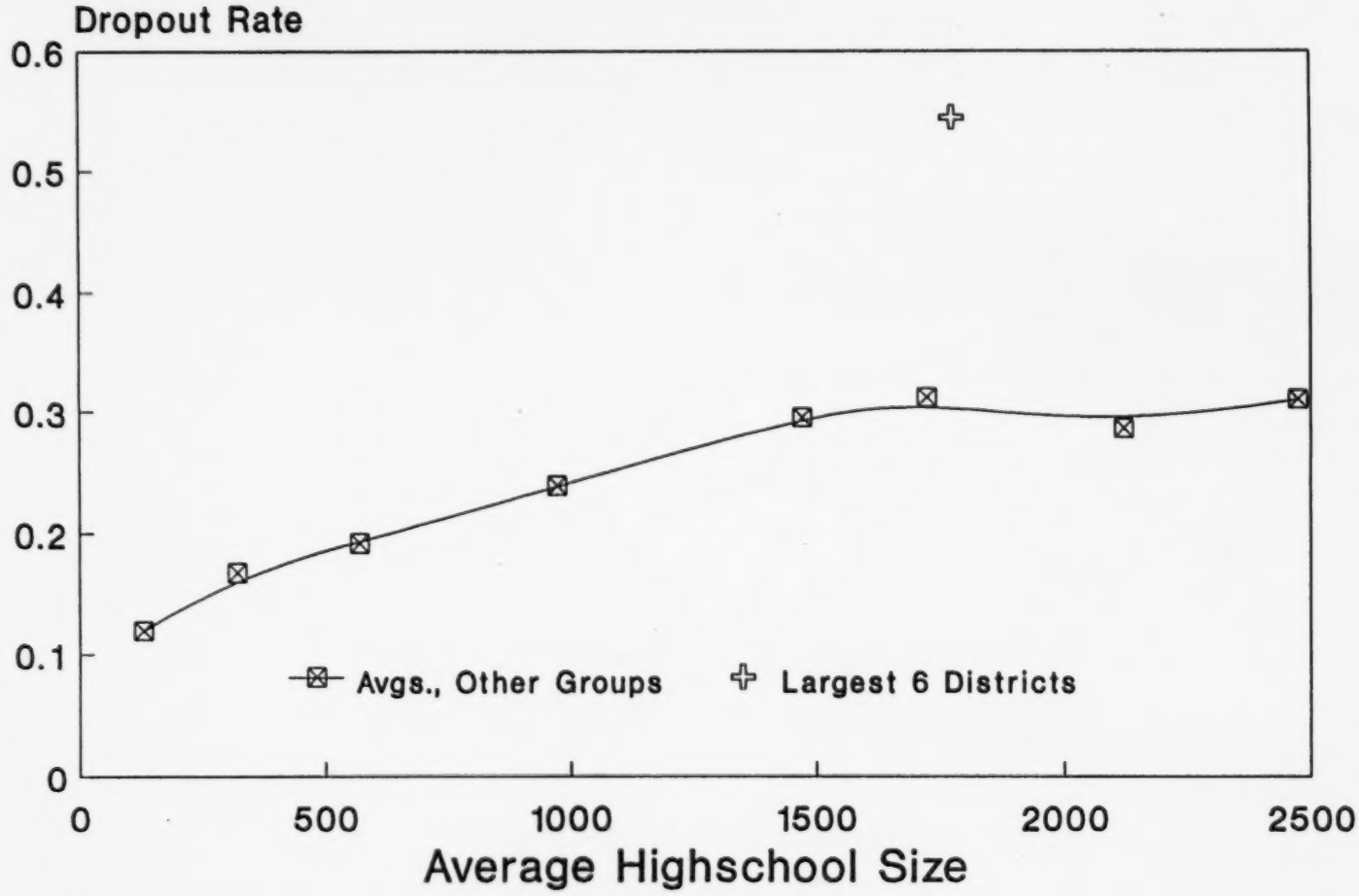

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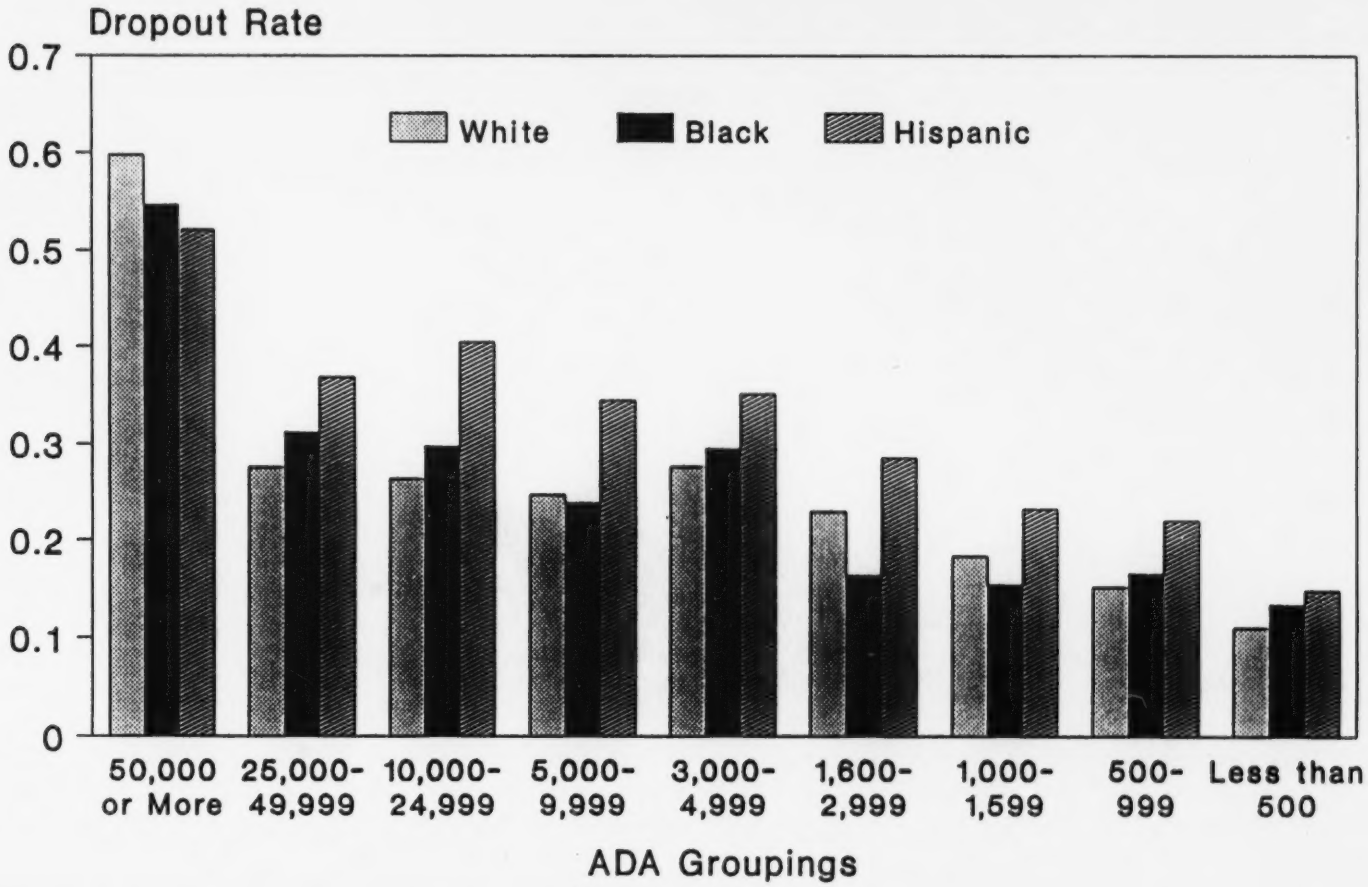
Figure 4

LONGITUDINAL DROPOUT RATES BY RACE



Source 1: TEA REPORT ON DROPOUTS
Source 2: TEA publication SNAPSHOT

Figure 5

DROPOUT RATES: TEXAS' MAJOR DISTRICTS

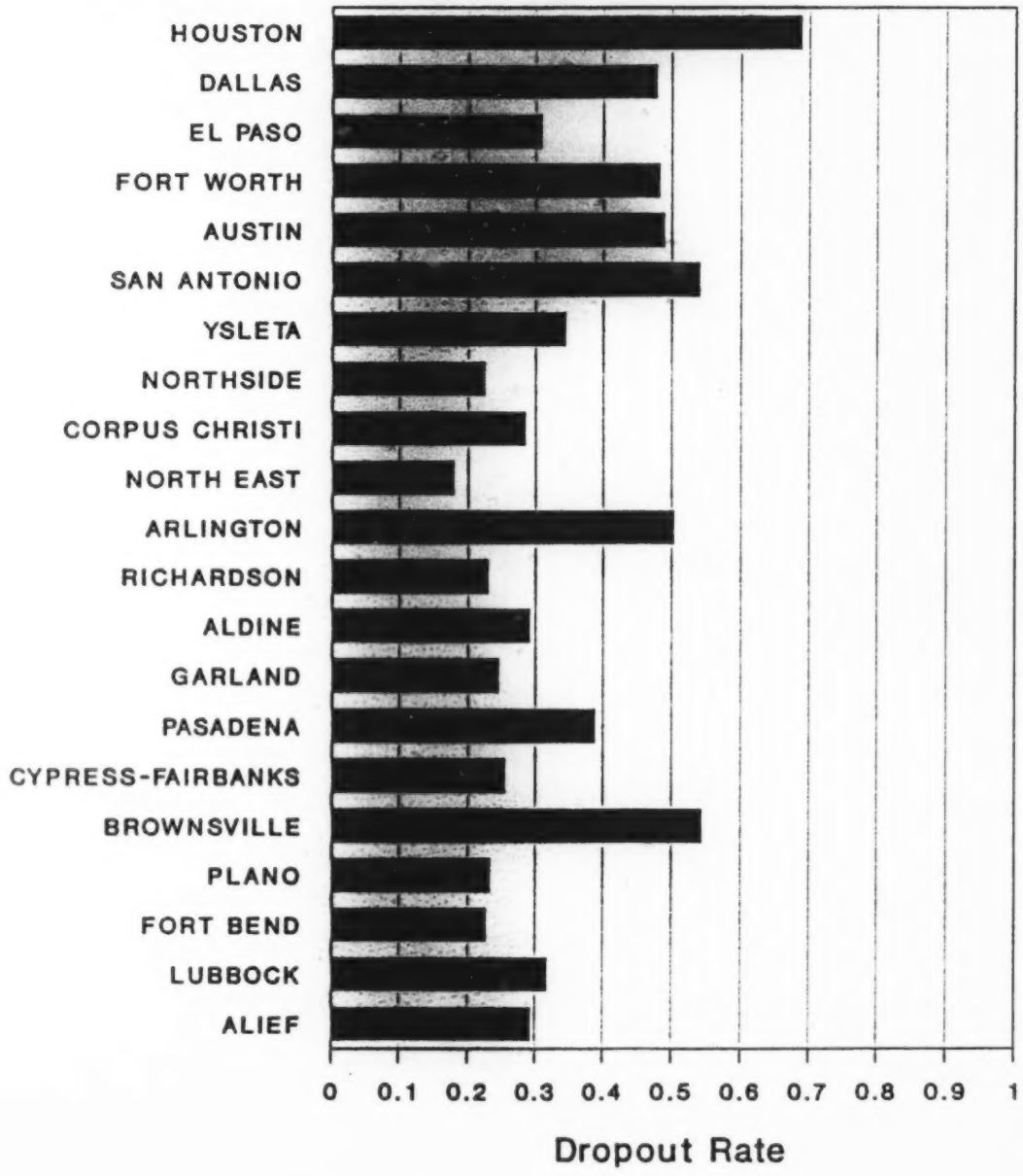
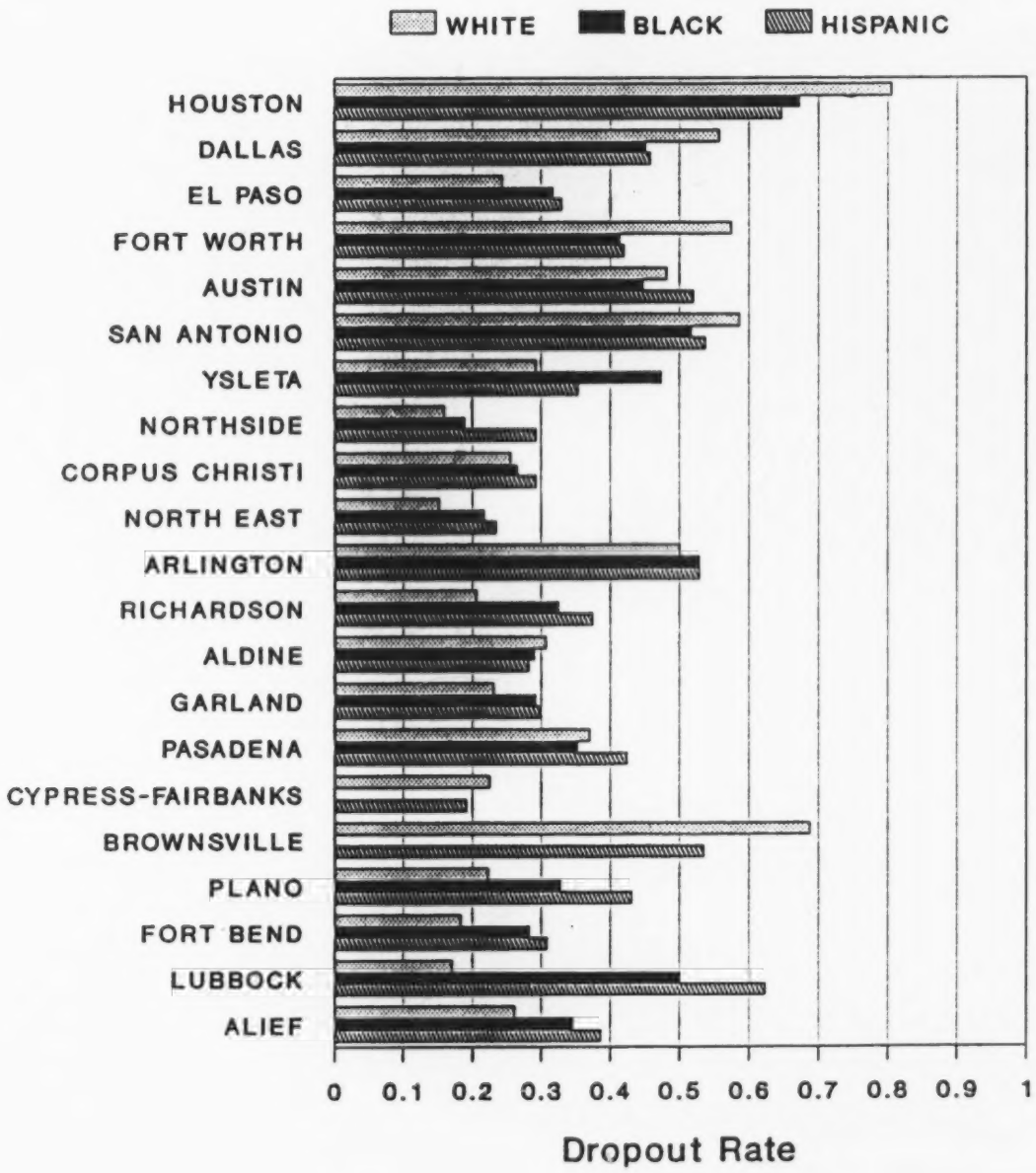


Figure 6

DROPOUT RATES BY RACE: MAJOR DISTRICTS



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